MULTIMEDIA UNIVERSITY

STUDENT ID NO

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FINAL EXAMINATION

TRIMESTER 3, 2018/2019

LRP 0015 – READING FOR ACADEMIC PURPOSES

27 MAY 2019
2.30 p.m. – 4.30 p.m.
(2 Hours)

INSTRUCTIONS TO STUDENT

1. This question paper consists of **SEVEN** printed pages with **4** sections.
2. Answer **ALL** questions.
3. Write **ALL** your answers in the Answer Booklet.

SECTION A: SEQUENCING EVENTS [5 MARKS]

Instructions: Read the following passage and answer the questions that follow.

Ancient Iberians DNA

Since the beginning of human migration, the Iberian Peninsula which is the home of modern-day Spain and Portugal, has been a place where the cultures of Africa, Europe, and the Mediterranean have mingled.

In a new paper in the Journal Science, a group of 111 population geneticists and archaeologists charted 8,000 years of genetics in the region. They paint a picture that shows plenty of genetic complexity, but that also hints at a single mysterious migration about 4,500 years ago that completely shook up ancient Iberians' DNA.

The team searched DNA evidence for clues to how and when various populations became part of the Iberian Peninsula's gene pool. They sequenced the genomes of 271 ancient Iberians, then combined that information with previously published data about 132 other ancient peninsula dwellers. The picture was more complex than they had anticipated.

Beginning in the Bronze Age, the genetic makeup of the area changed dramatically. Starting in about 2,500 B.C., genes associated with people from the steppes near the Black and Caspian seas, in what is now Russia, can be detected in the Iberian gene pool. From about 2,500 B.C., much of the population's DNA was replaced with that of steppe people.

The "Steppe Hypothesis" holds that this group spread east into Asia and west into Europe at around the same time—and the current study shows that they made it to Iberia, too. Though 60 percent of the region's total DNA remained the same, the Y chromosomes of the inhabitants were almost entirely replaced by 2,000 B.C. That suggests a massive influx of men from the steppes, since Y chromosomes are carried only by men.

Who were these men and did they come in peace? Miguel Vilar, a genetic anthropologist, who was not involved with the study, speculates that the steppe men may have come on horses bearing bronze weapons, hence ushering in the Bronze Age to the area. He compares the migration to the one the indigenous peoples of North and South America faced when the first Europeans landed in the 1490s.

"It shows that you could have a migration all the way across the whole continent (of Europe) and still have a heavy influence on this far extreme," he says.

Although bronze came into use in Iberia around that time, no other distinct traces of steppe culture have yet been found. The study did show that people in present-day Basque, who speak Western Europe's only non-Indo-European language, carry genetic markers closely related to those of the steppe people. Unlike modern Spaniards, modern-day Basques do not show the same amount of genetic mixing that happened on the peninsula over the centuries.

The team also found a single individual with North African DNA from a site in the middle of Iberia. His bones date to about 2,500 B.C.

"At the beginning I thought it was a mistake," says Iñigo Olalde, a population geneticist who led the study. When he replicated his work, it checked out. The presence of that lone African suggests early, sporadic interchange between Iberia and North Africa, making sense of archaeological discoveries of African ivory at Copper-Age Iberian digs. However, the team thinks that North African ancestry only became widespread in Iberia in about the last 2,000 years.

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The study forms a complex picture of the genetic history of Spain. In that study, researchers from Spain and Germany found that hunter-gatherers and farmers living on the Iberian Peninsula also were more genetically diverse than previously thought. They found evidence that different hunter-gatherer cultures mixed on the warm Iberian Peninsula, which they used as an Ice Age refuge 19,000 years ago. Newer farmers to the area mixed with the hunter-gatherers later.

"The DNA was a surprise," says doctoral student Vanessa Villalba-Mouco, an archaeogeneticist who led the research for the Max Planck Institute for the Science of Human History in Germany and the University of Zaragoza in Spain. "Clues about what happened in that moment help us understand the evolution of the next period. We need to sample more individuals to know their history in a more accurate way."

"Ancient DNA work is helping us deconstruct the idea that that we have distinct geographic populations like Africans or Asians or Europeans," says Vilar. "Not only are people living in areas like Iberia heterogeneous, but they were the product of different waves of migration themselves."

Adapted from Blackmore, E. (2019, March 14).Surprising DNA found in ancient people from southern Europe. Retrieved from https://www.nationalgeographic.com/science/2019/03/ancient-iberians-dna-from-steppe-men-spain/ retrieved on 16 March 2019

Instructions: Fill in the blanks based on the sequence of events in the passage. Write your answer in the answer booklet.

No.	Time	ONE Significant Event
1	During the last 2000 years	
2	1490s	
3	2000 B.C.	
4		Year of origin of North African bones found in the middle of Iberia
5		Iberian Peninsular used as an Ice Age refuge

SECTION B: SUMMARY [15 MARKS]

Instructions: Read the following text carefully. Based on the information, write a summary of the passage in about **120 words** on **how educators use technology in education.**

Education for a Digital World

Learners, educators, and workers in all sectors are increasingly using emerging technologies such as cell phones, tablet PC, personal digital assistants (PDAs), web pads, and palmtop computers. As a result, these tools make learning and training materials accessible anywhere, anytime. Today, the trend is towards learning and working "on the go", rather than having to be at a specific location at a specific time. As learners become more mobile, they are demanding access to learning materials wherever they are and

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whenever they need them.

2 Educators must be prepared to design and deliver instruction using these emerging technologies. In addition to delivering learning materials, emerging technologies can be used to interact with learners, especially those who live in remote locations. At the same time, learners can use the technologies to connect with each other to collaborate on projects and to debate and discuss ideas.

3 In the early ages, before formal schools, family members educated younger members with one-to-one coaching and mentoring. Early instructional technologies were sticks to draw on the ground and rocks to draw on walls. Information was not recorded permanently. With the invention of paper and the printing press, information was recorded, and learners could refer to documents as needed for learning. The paper revolution was followed much later by the invention of computer hardware and the software that makes computers do what we want, including developing electronic learning materials.

4 In the early 1960s, these learning materials were designed and developed on mainframe computers. In the 1970s, computer-based training systems used minicomputers to teach. With the invention of the microcomputer in the late 1970s and early 1980s, educators and learners had more control over the design and delivery of learning materials. As learners determined for themselves what they wanted to learn, the instructor's role changed from that of a presenter of information to that of a facilitator. The microcomputer revolutionized the way educational materials were developed and delivered. The instructor was able to design learning materials using authoring systems, and learners were able to learn when and where they wanted.

5 In early distance education learning, materials were mailed to learners and the learners mailed assignments back to the instructor. The first attempt to use computers for instruction was by the military, who designed instruction to train military staff. About the same time, educational institutions started to use broadcast television to deliver instruction to learners. With the invention of the microcomputer in the 1970s, there was a shift to microcomputer-based learning systems. Because the different microcomputer systems then in use did not communicate with each other, there was limited flexibility in developing and sharing learning materials. Also, the early microcomputer systems did not provide features such as audio, video, and special effects. As instructional technology improved, educators developed learning materials in less time and with more control over the product.

6 Until the late 1970s, educational institutions used face-to-face classroom instruction. This was followed by a shift to a more individualized format using self-study workbooks, videotapes, and computer software. As technology advanced, the group-based classroom mode shifted to the one-to-one mode of delivery. The combination of the Internet and mobile technology has moved elearning to the next generation, allowing educators to design and deliver learning materials for learners living in remote locations, or who cannot attend face-to-face schools for other reasons. The available computing power of these technologies allows educators to better meet the needs of individual learners.

Adapted from Harper, D., & Hirtz, S. (2008) *Education for a Digital World: Advice, Guidelines and Effective Practice from Around Globe*

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SECTION C: COMPREHENSION QUESTIONS [15 MARKS]

Instructions: Read the following article and answer the questions that follow.

Why hundreds of completely new cities are being built around the world

Everything about Songdo is artificial. It is a built from scratch, "city in a box" that was purchased by the South Korean government for $40 billion and erected like a pop up tent over the past 15 years. Even the ground that the city is built upon was nothing but soggy marshes leading out to the Yellow Sea hardly half a generation ago. However, what is most striking about Songdo is not that it is a completely new city that built up a business base and a 130,000-person population in just handful of years, but the fact that it is not unique. In this era of compulsive new city building, Songdo has oddly become a ***new normal.***

Literally, hundreds of entirely new cities have been sprouting up across Asia and Africa since the early 2000s. They are totally new dots on the map with names like Putrajaya, Naypyidaw, Nanhui, Kangbashi, Dompak, and Khorgos. There is a Forest City, a King Abdullah Economic City, a Blue City, a Gracefield Island, a Tbilisi Sea New City, a Port City, a Waterfall City, and, yes, even a Robotic Future City. In all, over 40 countries, such as Malaysia, Nigeria, China, Morocco, India, Saudi Arabia, Ecuador, Oman, Kazakhstan, and Kenya, have dumped billions of dollars into developing new cities from the ground up. Indonesia alone is busy at work constructing no less than 27 new cities.

New cities tend to conceal nothing in nomenclature; they are exactly what they say they are: new cities, completely new urban organisms that are fully masterplanned, built in colossal waves of development, which have their own governments, economic engines, and social identities. New cities should not be confused with mere urban expansion or sprawl. While they are sometimes not entirely different in practice, they are at root their own metropolitan entities.

"I define new cities as urban mega-projects that are intended to be largely independent from existing cities and have their own industries. They are physically separate from existing settlements, in contrast to suburbs or gated communities," explained Dr. Sarah Moser of McGill University, who runs what is probably the world's foremost research institute tracking new city development.

The scale and scope of Asian and African new cities is nearly incomprehensible in the current Western view of development. China's Binhai New Area, a conurbation of development projects that contain two new financial districts, a high-tech zone, an eco-city, and an expanded port weighs in at 2,270 square kilometers, which is around the same size as Tokyo. Zhengzhou's Zhengdong New District is three times the size of San Francisco. Chengdu's Tianfu could evenly eclipse London. Changzhou's Wujin New District has a footprint that matches that of Los Angeles. Saudi Arabia's King Abdullah Economic City is the size of Washington D.C. while Malaysia's Forest City, a veritable new colony for 700,000 Chinese transplants on the doorstep of Singapore, is four times the size of Central Park.

While humans have always intentionally built new cities, we have never built so many on such massive scales in so many places in so little time. This is a phenomenon that has all the makings of a movement that will shape the political, social, and economic trajectories of the planet in the coming decades.

China is without a doubt the global epicenter for new city building, having established more than 600 new cities since the Communist Party came to power in 1949.

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While many of China's new cities derived from what amounts to ambitious rezoning schemes — creating new urban-classified administrative areas from rural-classified areas — nearly all of what is now regarded as urban China was built up from scratch over the past thirty years (with marked exceptions being the historic zones of cities like Beijing, Shanghai, and Guangzhou).

While some new cities are built to become new political centers, some are positioned to become new hubs of logistics, and others are designed to become new epicenters of trade, finance, or technology, they all share one common ambition: to be long-term engines of economic growth.

Countries building these new cities also tend to be those which have rapidly growing middle and upper classes, are seeing dramatic improvements in infrastructure, skyrocketing GDPs, and newfound economic stability. *In many ways, new cities are meant to provide the momentum required to keep these wheels in motion.*

It is often extremely profitable for governments to build new cities from scratch. Inherent to the creation of a new city is the creation of urban development land that can be sold to developers. We saw this fiscal strategy utilized in China to gaudy extents between 2002 and 2012. In 2000, land sales on average made up 9.3% of China's municipal government revenue. In 2011, it was up to 74.1%. According to a joint survey between Landesa, Renmin University, and Michigan State University, China's local municipalities were making 40-times more money per acre of land than they were paying to seize it for redevelopment. In the case of reclaimed land, we are looking at profits in the 10 to 100-fold range.

In many cases, new cities amount to "city 2.0-style" upgrades over the historic urban cores they usually exist in proximity to. Rather than completely demolishing and reworking the often outdated existing city, the idea is to start over from scratch on a completely blank canvas of land nearby. These new urban expanses are often attempts to engineer-out many of the pitfalls of the cities they are meant to improve upon, thus promising better traffic systems, more sustainable resource use strategies, and cleaner living environments.

However, there is a social class element that cannot be ignored. "Most of these cities are not for the poor or even for middle class people," Moser explained. "They have luxury housing, golf courses, and other amenities that are expensive and energy / water intensive - further exacerbating differences between rich and poor, the consequences of which could cause more social instability."

The new city building movement that we are currently in the middle of is one of the most under the radar and most misinterpreted social and economic developments happening in the world today. Hundreds of billions of dollars are being invested as new dots are being emblazoned upon the map. These are the places in Asia and Africa's emerging markets that are being primed for foreign investment, these are the places where the money is flowing into, and as the global economy is trending more and more in an upward direction, look for more new cities to start resembling the economic engines they were originally envisioned to become.

Adapted from Shepard, W. (2017) Why Hundreds Of Completely New Cities Are Being Built Around The World. Retrieved from https://www.forbes.com/sites/wadeshepard/2017/12/12/why-hundreds-of-completely-new-cities-are-being-built-around-the-world/#65b979c114bf retrieved on 16 March 2019

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Instructions: Answer the following questions in complete sentences.

a) Name two new cities in Asia and their respective countries. (2 marks)

b) How is a new city defined according to the article? (1 mark)

c) What does "new normal" (line 7-8) means? (1 mark)

d) What are two characteristics of new cities? (2 marks)

e) Why is it considered extremely profitable for governments to build new cities? (1 mark)

f) Why are new cities being built instead of upgrading the existing cities? (2 marks)

g) What are social class problems that result from new cities being built? (2 marks)

h) What are some of the purposes or advantages of having new cities? (1 mark)

i) Explain the sentence below: (1 mark)

In many ways, new cities are meant to provide the momentum required to keep these wheels in motion. (Line 56-57)

j) List two new cities and its individual relative sizes as mentioned in the passage. Use the table format below. (2 marks)

	Name of city	Size/relative size
1		
2		

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SECTION D: IDIOMS AND PHRASAL VERBS [15 MARKS]

Question 1: Idiomatic expressions (10 marks)

Instructions: Provide the definition for each idiom and construct **ONE** new sentence for each idiom highlighted below. You may change the verb according to your subject and tenses.

My grandmother on my father's side was a waitress at a cafe in Norway when she **1) caught the eye** of my grandfather. He came to her cafe every day, but instead of falling for him, she decided that he was **2) full of himself** because he liked to wear fancy clothes. She knew he liked her, but he **3) rubbed her the wrong way**. Over time, his visits got on her nerves.

One day, she decided to put water in the seat where he always sat. When he arrived for his morning coffee, she smiled at him, and he thought **4) things were looking up**. Yet, when he sat down, he was mortified. He **5) steered clear of her** after that. She thought her joke had done the trick, but strangely enough, the two would meet again in America.

Question 2: Phrasal verbs (5 marks)

Instructions: Construct sentences using the following phrasal verbs. You may change the verb according to your subject and tenses.

1. look into
2. run across
3. hand over
4. keep away
5. grow into

End of paper